

Dillon High School

1730 Highway 301 North
Dillon, SC 29536

Grades 9-12 High School
Enrollment 906 Students
Principal Shawn Johnson
Superintendent D. Ray Rogers
Board Chair Fitzgerald Lytch

843-774-1230

843-774-1200

843-774-5454

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Average	Below Average
2013	Average	Excellent
2012	Below Average	At-Risk
2011	Below Average	At-Risk
2010	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	4	22	9	4

NOTE: Ratings are calculated with data available by 04/27/2015.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2012	2013	2014	2012	2013	2014
Passed both subtests	63.6%	64.0%	60.2%	65.6%	70.1%	62.5%
Passed one subtest	21.5%	19.4%	18.0%	18.8%	17.0%	23.2%
Passed no subtests	15.0%	16.6%	21.7%	18.1%	13.7%	14.4%

HSAP Passage Rate by Spring 2014

	Our High School	High Schools w/ Students Like Ours
Passage Rate	85.6%	84.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014*	2013	2014
Number of Students in Four-Year Cohort	215	206	148	116
Number of Graduates in Cohort	171	165	111	86
Rate	79.5%	80.1%	73.2%	72.1%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	272	216	152	126
Number of Graduates in Cohort	184	171	116	95
Rate	67.6%	79.2%	76.6%	73.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.5%	70.5%
English 1	63.9%	53.1%
Biology 1/Applied Biology 2	68.9%	64.2%
US History and the Constitution	62.6%	44.4%
All Subjects	68.9%	57.9%

* High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the school.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n = 906)				
Retention Rate	5.3%	Up from 0.2%	5.0%	3.0%
Attendance Rate	94.0%	Down from 94.4%	94.8%	96.2%
Served by gifted and talented program	10.9%	Up from 8.1%	11.8%	17.7%
With disabilities	6.5%	Down from 7.4%	14.9%	11.5%
Older than usual for grade	10.5%	Up from 9.3%	10.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.8%	Down from 10.0%	1.6%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 5.0%	8.5%	15.4%
Successful on AP/IB exams	N/A	N/A	17.7%	52.8%
Eligible for LIFE Scholarship	31.9%	Up from 30.2%	28.6%	30.6%
Career/technology students in co-curricular organizations	0.0%	N/A	6.3%	5.3%
Enrollment in career/technology courses	280	Down from 366	247	423
Students participating in work-based experiences	32.5%	N/A	13.5%	13.1%
Career/technology students attaining technical skills	91.2%	Up from 89.6%	81.3%	84.5%
Career/technology students completers placed	N/A	N/A	98.9%	98.7%
Annual dropout rate	4.9%	Up from 4.4%	2.0%	2.1%
Dropout Recovery Rate	31.8%	N/A	9.0%	4.0%
Teachers (n = 45)				
Teachers with advanced degrees	55.6%	Up from 50.0%	62.1%	64.3%
Continuing contract teachers	80.0%	Up from 77.3%	66.7%	77.3%
Teachers returning from previous year	81.1%	Up from 79.1%	79.7%	85.5%
Teacher attendance rate	94.6%	Down from 97.1%	95.4%	95.5%
Average teacher salary*	\$43,885	Up 3.2%	\$45,542	\$48,414
Professional development days/teacher	8.9 days	Up from 6.8 days	10.4 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	27.9 to 1	Up from 27.3 to 1	20.4 to 1	26.0 to 1
Prime instructional time	87.3%	Down from 90.5%	89.5%	90.3%
Dollars spent per pupil**	\$6,659	Up 22.5%	\$11,102	\$8,238
Percent expenditures for teacher salaries**	58.0%	No change	54.8%	56.9%
Percent of expenditures for instruction**	58.7%	Down from 61.0%	55.7%	58.0%
Opportunities in the arts	Poor	No change	Good	Excellent
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.2%	98.7%
Character development program	Good	Down from Excellent	Good	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2014		End of Course Tests Passage Rate		On-time Graduation Rate, 2014	
	n	%	t	%	n	%
All Students	208	85.6%	823	68.9%	206	80.1%
Gender						
Male	105	83.8%	397	65.5%	101	75.2%
Female	103	87.4%	426	72.1%	105	84.8%
Racial/Ethnic Group						
White	48	93.8%	193	77.7%	51	72.5%
African American	148	82.4%	562	64.6%	143	83.2%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	28	75.0%	N/A	N/A
American Indian/Alaskan	N/A	N/A	33	81.8%	N/A	N/A
Disability Status						
Disabled	N/A	N/A	41	29.3%	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	13	61.5%	35	62.9%	N/A	N/A
Socio-Economic Status						
Subsidized meals	182	83.5%	716	67.9%	157	87.9%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

Report of Principal and School

At Dillon High School, we strongly believe all students should experience success and failure is not an option. Our goals this year have been to make great things happen for students. We sought to improve the graduation rate, increase End of Course and HSAP scores and make academics a focus for all students during the 2013-2014 school year. We strive to prepare all students to achieve excellence by creating an environment conducive to learning where students, staff, and families work together to promote the skills needed in a continuously changing world.

To accomplish our goals, Dillon High School embraced the research of the 90-90-90 schools in an effort to improve overall academic achievement during the 2013-2014 school year. These are schools that had been identified with the following characteristics: 90% or more of the students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area (Reeves, 2000). There is a common set of behaviors exhibited by the leaders and teachers in schools with high achievement, high minority enrollment, and high poverty levels. These characteristics include a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing and collaborative scoring of student work.

We realize how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Dillon High School. Therefore, during the 2013-2014 school-year, we continued the implementation of Balanced Literacy and added Balanced Math. Balanced Literacy is a comprehensive literacy program that includes components of reading and writing, and opportunities to respond critically and thoughtfully to texts and learning. Both approaches include instructing, demonstrating, discussing, coaching, and discovering as part of the model. Research shows that one of the most effective ways to improve students' reading and math ability is to increase the amount of time students spend reading and are engaged in real world applications of math. To accomplish this and implement both approaches with fidelity, students were provided at least 30 minutes of independent reading and/or math work every day where teachers conferenced with students to determine their individual needs. Teachers were provided with professional development from consultants, met weekly in department meeting to review data from benchmarks and used the S.C. S³ Curriculum to guide instruction. In addition, classroom libraries were outfitted with at least 200 new books to match students' reading levels.

Dillon High School was also chosen to participate in the Literacy Matters initiative from the South Carolina State Department of Education. This initiative brought a cohesive focus on the implementation of Common Core State Standards (CCSS) through the research and data associated with high progress literacy classrooms. This research indicates significant time devoted to actual reading and writing, high-quality instruction provided in reading skills and strategies, a prevalence of small group and individualized instruction, numerous books matched to the students' reading levels, and increased instructional focus and intensity based on the changing needs of students will result in higher academic achievement in all subject areas. A literacy specialist provided on-site support twice a month focusing on analyzing data to inform instruction, appropriate use of assessments, and implementing effective literacy practices.

With a strong commitment to enhancing each individual student's education through research-based programs and innovative teaching techniques, it is evident at Dillon High School that excellence in academics, athletics and attitude makes success is the only option!

Shawn Johnson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	168	56
Percent satisfied with learning environment	71.0%	61.3%	75.0%
Percent satisfied with social and physical environment	84.2%	69.7%	59.0%
Percent satisfied with school-home relations	63.1%	76.3%	57.1%

* Only students at the highest High school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal High and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Dillon High School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.2%
Classes in high poverty schools not taught by highly qualified teachers	6.4	7.3%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	94.0%	94.0%*	Yes

	State
Professional qualifications of all High and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all high and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year

Abbreviations for Missing Data

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N/C-Not Collected

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I/S-Insufficient Sample

Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 9-12								
All Students	219.0	209.6	77.4	72.9	98.4	98.4	100.0	80.1
Male	215.7	208.9	77.5	72.8	99.3	99.3	100.0	75.2
Female	222.9	210.4	77.2	73.0	97.3	97.3	100.0	84.8
White	227.6	220.8	84.2	79.8	98.1	98.1	100.0	72.5
African American	216.3	205.8	74.7	70.7	98.8	98.8	100.0	83.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	217.1	207.5	76.2	71.8	98.2	98.2	N/A	87.9
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Two-Year High School Grades Trend Data

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	9	3	I/S	I/S	3	I/S	I/S
	10	202	216.9	99.1	202	211.2	99.1
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	I/S	N/A	100.0	0	I/S	I/S
	10	196	74.0	100.0	8	I/S	100.0
	11	10	67.6	100.0	190	67.5	100.0
	12	4	I/S	100.0	16	65.5	100.0

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	9	19	192.7	92.6	19	183.8	92.6
	10	213	221.3	99.1	213	211.9	99.1
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	14	64.9	100.0	1	I/S	100.0
	10	211	78.5	100.0	15	66.7	100.0
	11	5	I/S	100.0	172	73.6	100.0
	12	6	I/S	100.0	2	I/S	100.0

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District)							4/27/2015	1704005
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	620.9	616.9	605.1	619.7	99.8	99.8	99.7	N/A
Male	615.9	616.3	603.0	620.3	99.6	99.6	99.4	N/A
Female	626.1	617.6	607.2	619.1	100.0	100.0	100.0	N/A
White	639.8	638.6	624.1	633.1	99.2	99.2	99.4	N/A
African American	614.4	610.3	597.5	615.2	100.0	100.0	99.8	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	620.0	604.3	604.9	N/A	100.0	100.0	100.0	N/A
American Indian/Alaskan	604.8	599.1	602.4	N/A	100.0	100.0	100.0	N/A
With Disabilities	581.9	581.3	572.4	587.6	98.8	98.8	96.4	N/A
Limited English Proficient	621.5	623.0	612.1	627.7	100.0	100.0	100.0	N/A
Subsidized Meals	617.3	613.4	601.1	617.1	99.9	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	610.2	620.6	605.4	606.2	99.2	100.0	99.8	N/A
Male	604.4	618.7	606.1	606.3	99.0	100.0	99.7	N/A
Female	616.4	622.5	604.6	606.0	99.4	100.0	100.0	N/A
White	631.9	635.0	622.4	623.4	99.6	100.0	99.4	N/A
African American	600.4	612.7	598.3	598.0	99.5	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	610.6	635.9	N/A	N/A	92.1	100.0	N/A	N/A
American Indian/Alaskan	615.7	629.8	N/A	N/A	100.0	100.0	N/A	N/A
With Disabilities	555.7	580.1	565.9	574.5	100.0	100.0	100.0	N/A
Limited English Proficient	616.2	635.0	N/A	N/A	81.0	100.0	N/A	N/A
Subsidized Meals	606.1	617.0	602.6	602.7	99.1	100.0	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	218.9	209.9	76.2	72.9	98.7	98.7	100.0	78.5
Male	216.4	210.0	77.0	73.3	99.4	99.4	100.0	72.8
Female	221.8	209.9	75.3	72.5	97.9	97.9	100.0	83.6
White	225.4	218.4	80.7	78.6	98.9	98.9	100.0	70.7
African American	215.9	205.7	73.6	70.3	98.9	98.9	100.0	82.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	191.6	188.1	62.7	N/A	100.0	100.0	100.0	20.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	216.8	207.8	75.0	71.3	98.5	98.5	100.0	87.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	1704005
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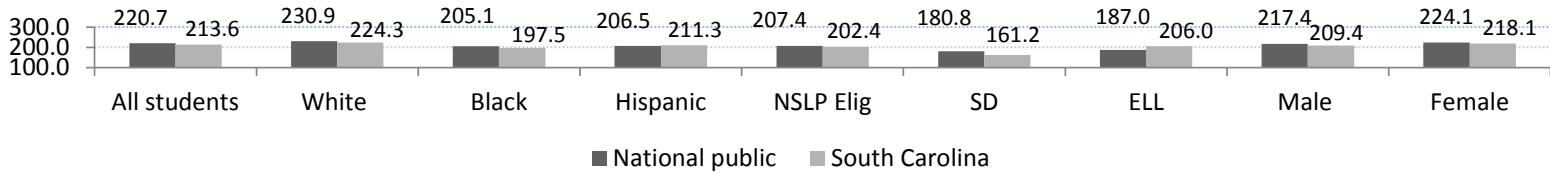
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

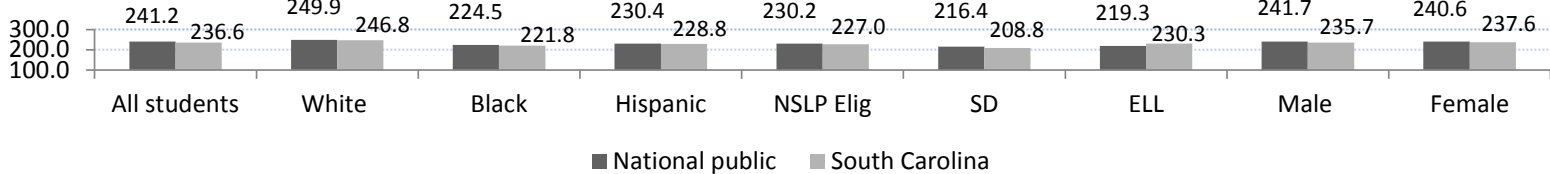
N/A-Not Applicable	N/AV-Not Available	Abbreviations for Missing Data N/C-Not Collected	N/R-Not Reported	I/S-Insufficient Sample
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*Performance reported for SC and nation, data not available at school level.

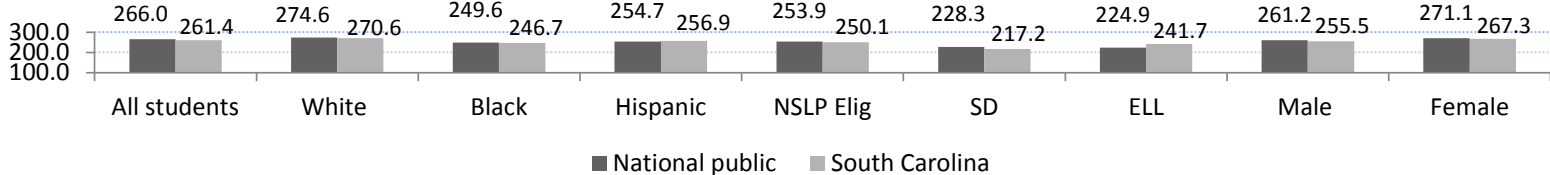
Reading - Grade 4 (2013)



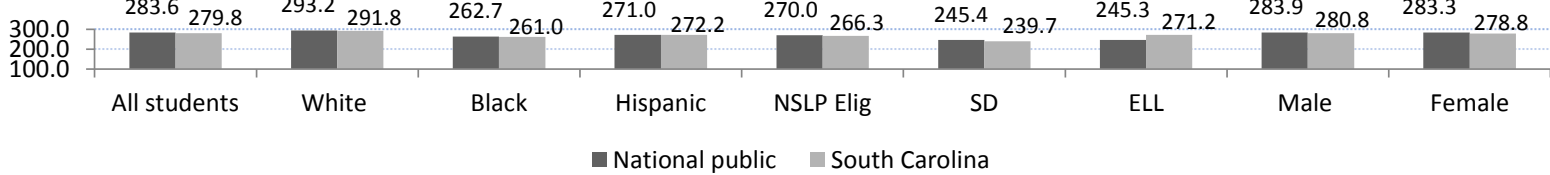
Mathematics - Grade 4 (2013)



Reading - Grade 8 (2013)



Mathematics - Grade 8 (2013)



Key

NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample